

## Rationale

This unit of work is designed to provide pupils with information on where their food comes from and how we can produce food for a sustainable future. Pupils will undertake a wide variety of activities to enhance their understanding of the topic and to develop valuable life skills. The topic will use active learning through discussion and outdoor learning to enable the pupils to develop a deeper and more personal understanding of the unit. Pupils will also use enquiry skills to evaluate their own diets to lead them towards healthier life choices. Pupils will look at the local community and how the surrounding area has in the past provided sustainable food sources as well as how it can do this in the future. In this unit questioning will be used to guide and support topical discussions such as a debate on GM crops. Through this pupils will develop a wide range of skills relating to literacy, health and wellbeing and science. The topic will be linked to information that has been previously covered by other subject areas as well as topics yet to be covered in other subjects to provide an interdisciplinary experience for the pupils.

## Experiences and Outcomes

There are a large number of the Curriculum for Excellence experiences and outcomes from levels 2 and 3, in addition to many literacy and numeracy, which are incorporated within this unit of work as listed below.

- I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. **SOC 2-08b**
- Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods. **SOC 1-09a**
- By comparing settlement and economic activity in two contrasting landscapes, I can reach conclusions about how landscapes influence human activity. I can explain my findings clearly to others. **SOC 3-13a**
- I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. **SOC 2-20a**
- When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. **HWB 2-35a**
- Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. **HWB 2-34a**
- I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. **HWB 2-25a / HWB 3-25a**
- Through research and discussion, I have contributed to evaluations of media items with regard to scientific content and ethical implications. **SCN 3-20b**

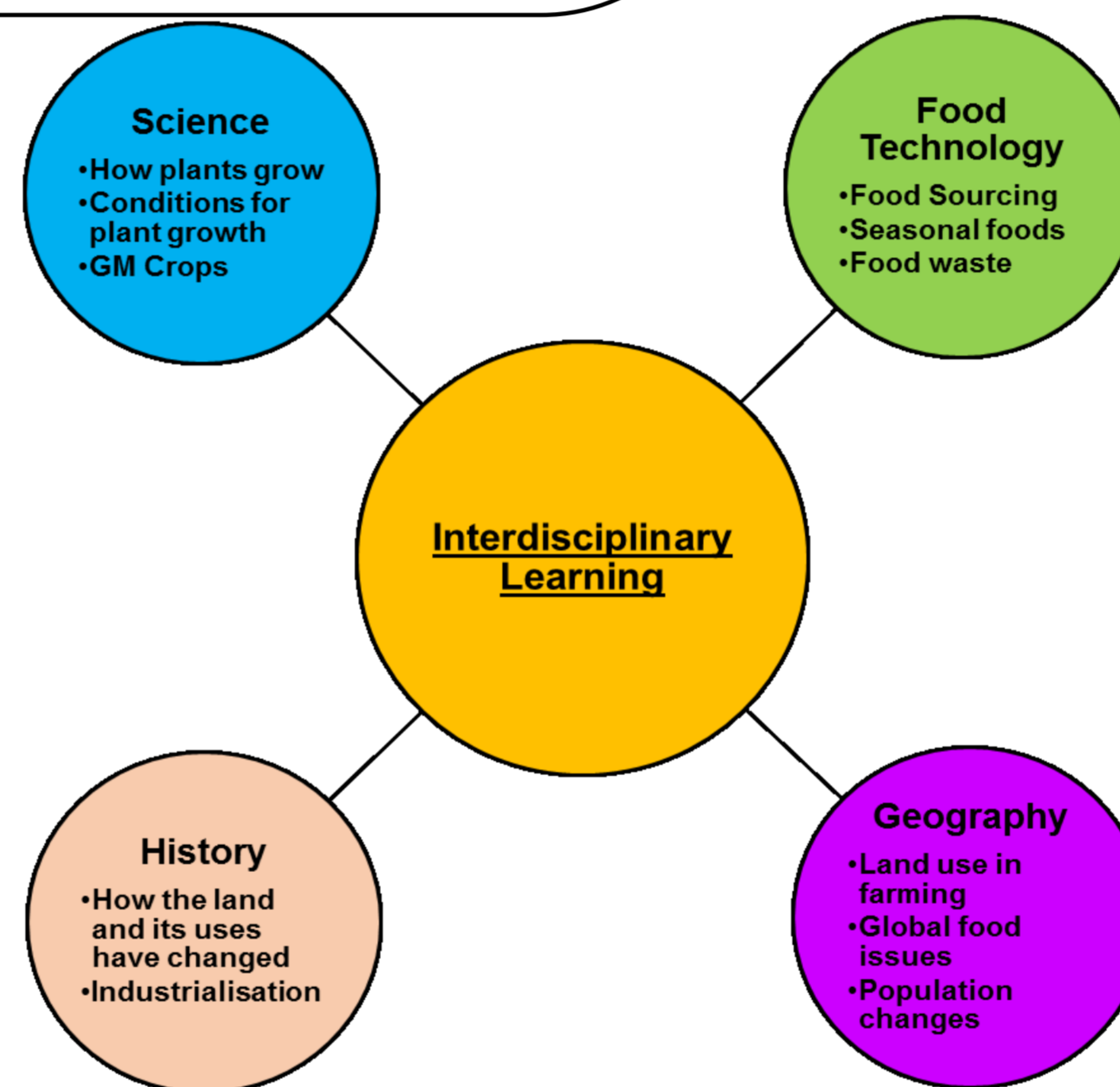
## Learning intentions

By the end of this unit of work pupils will:

- Understand the journey that their food takes to reach their plates
- Understand the advantages and disadvantages of non-local food sourcing
- Have examined the land use around the school and how that has changed through time
  - be able to explain how food was obtained before importing was an option
  - be able to demonstrate how to plant seeds and nurture growth of plants to provide food
  - have a knowledge of the types of food that can be grown locally, past and present
  - be able to devise a healthy meal using locally sourced food
- understand how to achieve a nutritionally balanced alternative diet such as vegetarian,
- have investigated alternative food sources across the globe
- be able to discuss the advantages and disadvantages of GM crops
- understand how food sourcing differs in developing countries
- Be aware of the problems caused by lack of food and nutrition, particularly in developing countries.

## Interdisciplinary learning

There are many benefits of interdisciplinary learning for pupils of all ages. When the boundaries of subjects are broken down pupils can embark on a fuller and more successful learning experience. It enables pupils to apply their learning to real-life scenarios and allows for a greater depth of learning. It also means that pupils can gain different perspectives and can develop critical thinking skills which are invaluable through their lives.



## Outdoor learning opportunities

In this unit pupils will be experiencing using the outdoors both as the space for learning as well as using it as the context for learning. When learning about land use pupils will be encouraged to look around their local community to examine the use of land for food production. Pupils will also learn skills for use outdoors such as growing and caring for plants. Outdoor learning offers a unique opportunity for pupils to learn in a real world setting. It has been shown that there are health and wellbeing benefits to be had when outdoors both for physical and mental health of the pupils. Enabling pupils to learn about the green spaces around them also benefits the community from an increased awareness of environmental issues in the local area.

## Lesson outline

### Lesson 1 – where does my food come from?

In this lesson pupils will discuss what they had to eat this morning and where they think that food had originated from. They will then discuss in groups and write onto whiteboards what they think the ingredients for their breakfast were.

They will then be given empty packets from common breakfast foods to try to figure out where it originated from and any other information about how it was produced i.e. organic, fair trade, handpicked. Then using the packets they will look at the actual ingredients and discuss what the difference are and if there is anything that they don't think should be there i.e. preservatives and colouring.

Then in groups, the class will be given information sheets to create a poster page about the journey of a piece of food which will be different for each group and they will look at just how far some things have to travel before we can eat them and how long they are kept for e.g. apples chilled for 3 months before consumption.

Using the posters the class will debate about whether we should grow our own food locally or import it.

### Lesson 2 Land use through time

In the classroom pupils will discuss how we would get food before we had cars, lorries and planes.

Pupils will then take a guided walk to learn about how the land around them had historically been used and the changes that it had gone through, going back to ancient times when all food was locally sourced and traded in villages and towns. We will also look at naming of towns and streets to give information about what that had previously been used for e.g. Grassmarket, Haymarket, Flishers Close

When back in the classroom pupils will watch a slide show of the story of a fictional family who had used the land around them to produce everything that they had needed. Also showing the hardships that had to be endured and the rewards of the lifestyle.

Pupils will then be shown picture examples of how some people are returning to that way of life.

[ 2 Lessons ]

### Lesson 3 Grow your own

In this lesson pupils will look at local food sources such as farms and other producers. Pupils will then learn how to grow fruit and vegetables. The class will discuss the best conditions to grow plants and which grow best in our climate as well as what we can do to improve growth such as greenhouses and poly tunnels.

Pupils will then go outside or to greenhouse areas to plant seeds to grow their own vegetables. Pupils will learn about what makes up a healthy diet and compare it to the diets local people would have eaten in the past. Pupils will be asked to plan out a healthy meal using locally available products as a homework exercise.

[ 1 Lesson ]

### Lesson 4 Global sustainability

In this lesson pupils will learn about food production and use in other countries. They will learn about the difficulties that other countries face to grow food such as disease and pests. Pupils will then learn about GM crops and how they can be created and used.

Pupils will also research how much food is wasted in the UK and compare this to the food shortage in developing countries.

Following this the pupils will role-play people of different viewpoints to argue the debate about GM crops.

[ 2 Lessons ]